DOCUMENT RESUME

ED 110 855 95 CE 004 869

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TITLE Explorations; Part I, Revised: Career Activities for Adult Education Classes.
INSTITUTION Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 75
GRANT OEG-0-73-6372
NOTE 75p.; The document is a revision of CE 003 179

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Adult Education; *Career Education; Critical Thinking; *Integrated Curriculum; *Language Arts; Learning Activities; *Lesson Plans; Oral Communication; Reading Instruction; Student Characteristics; Writing Skills
IDENTIFIERS Adult Career Education Resources Survey

ABSTRACT

The Adult Career Education Resources Survey was designed to (a) compile career information resources for adults and (b) provide materials that will encourage adult educators to integrate career education activities into ongoing curricula. The document was developed and revised by the Suvey staff to meet the second objective; it provides a group of field-tested exercises for use by adult educators which serve to help adult students become familiar with a spectrum of careers and which permit introduction of career materials into other learning contexts. From two to six exercises are provided in each of four curriculum areas: reading, writing, oral communication, and critical thinking. To assist the teacher in integrating career activities into ongoing curricula, every activity includes these characterizations: (1) skills reinforced by the activity, (2) performance objective, (3) materials required, (4) time required, (5) a summary of the activity, which describes briefly the suggested tasks from initiation to completion, (6) potential results, and (7) potential populations for utilization. Information on the field-testing of these activities is provided in the document. (Author/AJ)

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ED110855

EXPLORATIONS

Part I, Revised

Career Activities for Adult Education Classes

Adult Career Education Resources Survey
of
B'nai B'rith Career and Counseling Service

CE 001 869

ED110855

EXPLORATIONS

PART I, REVISED

AUG 11 197-

CAREER ACTIVITIES FOR ADULT EDUCATION CLASSES

June 1975

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CE004 869

The work presented herein was performed pursuant to Grant No. OEG-0-73-6372 from the Office of Education of the U.S. Department of Health, Education, and Welfare. However, the opinions expressed do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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INTRODUCTION

The Adult Career Education Resources Survey is designed to (a) compile career information resources for adults and (b) provide materials that will encourage adult educators to integrate career education activities into ongoing curricula. An important premise of the Survey effort is that an awareness and orientation to the implications of career education for one's daily life and one's future be developed by adult students. The importance of each adult exploring a variety of realistic career options is also stressed.

Today's adult is becoming aware of needs and demands of our industrialized society. He or she brings to the classroom unique personal values, assets, liabilities, potentials, and attitudes. The adult student may additionally bring experiences in the world of work. Reasons for being in the classroom, be it Adult Basic Education or continuing education, are multiple and varied.

In addressing the varied needs of adults, career education is viable. Moreover, it aligns itself with intricacies of our society and relates to changing job opportunities an individual is likely to experience during his or her worklife. Adult career education focuses strongly on education to help prepare, train, and/or retrain persons throughout their lives. They then do not

find their work skills obsolete and themselves no longer able to contribute meaningfully to their family or self upkeep or to the Nation's economy.

It is estimated that by the end of this decade eight out of ten jobs in the United States will not require a baccalaureate degree.[1/] As a result, it is imperative that educational curricula be reassessed. Curricular activities are needed to provide the adult student with increased understanding of the role of work in our society and the range of careers and jobs available. In this way the adult education community can contribute to effective manpower utilization.

Career education stands out as important in bridging the gap between projected manpower needs and the present adult education process. This thrust brings into the classroom opportunities for career development which relate directly to what the student is learning. According to Kenneth B. Hoyt, "Career education includes career awareness, exploration, decision making, preparation, entry and advancement," and was launched to reflect the needs of our society. "For the past several years people have been demanding that the formal educational system change in ways that will enable students ... to be more successful in finding ... worthwhile, satisfying work ...."[2/]

Many current education programs are becoming more responsive to special needs of their students in relation to the country's total manpower requirements. It is, therefore, fitting that a resource instrument be developed.

[1/] Career Education, U.S. Department of Health, Education, and Welfare, 1971, Washington, D.C. (Pub. #OE 72-39).

[2/] Kenneth B. Hoyt, "Straight Answers on Career Education," Associate Commissioner for Career Education, Washington, D.C. 1975 (Today's Education, N.E.A., Volume 64 #1, p.60).

In this effort, the Survey staff regards the adult education teacher as a resource person in the integration of career education concepts into the adult classroom and community. The adult educator is viewed as assisting in utilization of the Survey's instruments: one who can aid students in seeking answers to career development questions. The teacher is not regarded as a provider of answers; rather, the teacher may provide resources that could be successfully utilized in adult career activities.

Explorations, Part I, Revised

The Survey staff developed Explorations, Part I (Career Activities for Adult Education Classes) during its initial year of activity. It provided a group of exercises for use by adult educators which serve two related objectives: helping adult students become familiar with a spectrum of careers, and permitting introduction of career materials into other learning contexts. During the second year of Survey funding, these activities were field tested. The resultant document is Explorations, Part I, Revised.

Incorporating career awareness into the ongoing adult education curriculum, these exercises have been placed in one of four curriculum areas:

- Reading
- Writing
- Oral communication
- Critical thinking

To further assist the adult education teacher in integrating career activities into ongoing curricula, every activity includes additional characterizations:

- Skills Reinforced by This Activity: refers to curricular subject areas utilized in the performance of the activity;

- Performance Objective: describes in observable, measurable terms behaviors which signify the activity's successful completion;
- Materials Required: includes specific materials necessary to conduct the activity;
- Time Required for Activity: refers to the approximate amount of advance preparation and in-class time required. Actual time is subject to the level of academic development and involvement of each teacher and each class;
- Summary of Activity: briefly describes suggested tasks from initiation to completion;
- Byproducts of Suggested Activity: describes potential results and additional insights which may be experienced by the student through participation in the suggested activity;
- Potential Populations for Utilization: refers to adult populations shown by the field test as able to benefit from and utilize these activities.

Field Testing of EXPLORATIONS, PART I

The Survey staff conducted a national field test of Explorations, Part I from November, 1974 through January, 1975. The purpose of this field test was to elicit specific suggestions for refinement and improvement of each career activity in Explorations, Part I. This publication is the result of that field test effort.

A broad sample of adult educators was asked to conduct career activities in order to ensure usefulness of each activity for the adult education classroom. The educators were requested to make recommendations for improving the activities assigned to them for testing, based on their classroom's results and career education needs of their students.

Survey staff analyzed responses and incorporated needed changes in the activities. Through inclusion of these modifications, Explorations, Part I, Revised is responsive to needs of adult educators and students.

The adult educators participating in the field test were requested to work with the students as resource people in conducting the activities, not as experts in either career education or any particular career field. The adult education teacher's function was to assist students in job and career explorations.

SAMPLE SELECTION

In response to invitations issued in April 1974, 153 Adult Basic Education, continuing education and vocational educational programs were included in Explorations, Part II (State Listing of Adult Career Education Activities) as programs including career education activities in their curricula. This group of programs plus additional ones identified from individual staff contacts and through assistance of Regional HEW Staff Development projects received the three 1974 Survey publications and were asked to complete a School Field Test Interest Indicator. Of those contacted, 31 indicated their willingness to participate in the field test. These programs were contacted personally by telephone to ascertain the number of teachers available, verify educational objectives of the program (Adult Basic Education, continuing education, vocational education), and review demographic characteristics (urban, suburban, rural).

Each program provided adult education teachers who were to conduct three career development activities in their classes. Participating programs designated their students as primarily enrolled in Adult Basic Education, adult continuing education, or adult vocational education. In preliminary discussions with local administrators, it was determined that the exploratory nature of the activities often made them inappropriate for adult vocational students. Generally, such students had already made career choices and were presently developing specific occupational skills. Therefore, vocational education classes were not

included in the final field test. Each participating program was placed, further, in a demographic category: urban, rural, or suburban. The following table indicates the number of participating teachers, the type of adult education program and the demographic characteristics. The teachers were to test three specific activities in their classes; the total number of scheduled test activities is indicated in parentheses in each cell.

ADULT EDUCATION TEACHERS
(Field Test Participants)

Type of Adult Program	Demographic Characteristics		
	Urban	Suburban	Rural
Adult Basic Education	16 (48)*	16 (45)	17 (51)
Continuing Education	13 (39)	20 (60)	18 (54)
Other	1 (3)	3 (9)	2 (6)

( )* total number of activities to be tested in each category.

CONDUCT OF THE FIELD TEST

For those programs participating in the field test, sets of field test materials (one for each teacher) were sent out to each administrator. The Field Test Report Forms which were included in the packets requested teacher comments for each activity on:

- Skills Reinforced by the Activity
- Performance Objective

- Materials
- Time Required for Activity
- Summary of Activity
- Byproducts of Suggested Activity
- Potential Populations for Utilization

Reactions of the adult education teachers to particular parts of the activity were also collected as well as their suggested improvements. Further, general comments of both instructors and students were solicited for each section of the activity.

The field test effort was monitored very closely to encourage maximum response. Letters were sent and telephone calls were made periodically to project administrators throughout the activity. These helped ensure continued participation and dealt with unanticipated problems. In the final count, 99 Field Test Report Forms were received and used in this revision of Explorations, Part I in the following categories. (The number in parentheses is the percentage of returned forms from the original field test commitments.)

NUMBER OF ACTIVITIES COMPLETED

Type of Adult Program	Demographic Characteristics		
	Urban	Suburban	Rural
Adult Basic Education	9 (18.6%)	16 (35.6%)	21 (41.1%)
Continuing Education	14 (35.9%)	16 (26.7%)	20 (37.0%)
Other	0 (0%)	1 (11.1%)	2 (33.3%)

Role of the Adult Education Teacher

The adult education teacher's role in the successful utilization of these refined activities is twofold. First, the teacher's role is that of resource person, not expert, in career materials or specific occupational areas. The teacher, serving as a facilitator, is a link between the world of career information and individual student needs. Each suggested activity emphasizes student participation, encourages development of student self-direction, and provides opportunity for experiencing the excitement of exploration and discovery.

The second function of the teacher is that of selector in reviewing recommended activities. Although adult target groups which may benefit from an activity are suggested, its usefulness for other groups is not precluded. Survey staff make no judgements for the adult teacher. Each teacher is invited to review these activities in terms of the needs of his or her students. These are activity guides, explorations into career education, not teaching edicts. Teachers are urged to review and utilize what is relevant in their particular classes. It is hoped that activities suggested here will be adapted to the class situation, not merely adopted by the teacher. If these activities are to be helpful to the adult student, they must be meaningful to his or her particular requirements. In selecting instructional material, the teacher is the judge of what may be most meaningful to his or her adult students.

Companion Publications: The Resources Volumes

Explorations, Part I, Revised is one of two publications of the Adult Career Education Resources Survey developed during its second year of operation. Of particular relevance to readers and users of Explorations, Part I, Revised is the Survey's compendium of adult career information materials, Resources: Recommendations for Adult Career Resources, Supplement. This

supplement was developed as a result of the Survey's publication of Resources, Recommendations for Adult Career Resources during its initial year of activity. Both publications contain useful references to career materials. Both volumes include abstracts of career materials from a variety of media. Materials listed were reviewed for suitability, not only in terms of use by adults, but also in presenting quality career information. Reading levels, of particular importance to Adult Basic Education teachers, have been included for each piece of written career material. The Supplement provides additional career information resources, with increased proportions of materials which are:

- Produced in audio-visual media formats;
- Written at reading comprehension levels better suited to adults with lower levels of reading skills;
- Addressed to the needs of women and minorities.

Focus has also been placed on inexpensive or free materials. Each entry in the supplement is similar to the abstract included below and is catalogued according to major occupational areas.

TRANSPORTATION

16.210

TITLE: Local Bus Drivers

DATE: 1974 PAGES: 4
PRICE: $.55 READING LEVEL: II

SOURCE: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Lucid presentation of qualifications, duties, and working conditions of a bus driver. History of occupation, entrance methods, means of promotion, salary, unions, and employment outlook included. Mentions employment possibilities for women.

READING RELATED
CAREER DEVELOPMENT ACTIVITIES

1 USING PRINTED
CAREER INFORMATION

2 RELATING CAREERS
TO CURRENT EVENTS

3 INTER-CITY
JOB COMPARISON

READING RELATED CAREER DEVELOPMENT ACTIVITIES

Reading is a basic life-coping skill. Information acquired through reading contributes to self-development. It helps each person to carry out his or her life responsibilities, as an individual and as a member of society. Reading skills serve as one tool for acquiring the curriculum that most educational institutions offer. Reading skills are necessary for the student to continue education and for self-actualization throughout life, both in and out of school.

Significance is derived from the printed word only when the meaning is unlocked. Drills in phonics and phonemes, which form the basis of introductory reading curriculum at all levels, is usually supplemented by activities which reinforce and give practice in these skills. With this in mind, the Adult Career Education Resources Survey has developed the following three activities which serve to reinforce reading skills, in addition to providing basic career development information.

USING PRINTED CAREER INFORMATION provides the adult student with a direct opportunity to exercise reading skills. Students are asked to read for specific information in career materials, verbalize the acquired information, and formulate questions applicable to other career literature.

RELATING CAREERS TO CURRENT EVENTS instructs students to analyze, through their reading, current economic or social problems and to take advantage of the interest aroused to examine careers associated with industries involved with the problem. Inherent in this exercise is the adult's ability to read analytically and generalize what is learned to other areas.

INTER-CITY JOB COMPARISON directs adult students in the process of critically reading for information and in analyzing related learning facts. In this exercise, students are to visit their local libraries to utilize out-of-town newspapers. The students then analyze the career opportunities about which they read.

1 USING PRINTED CAREER INFORMATION

SKILLS REINFORCED BY THIS ACTIVITY

Reading
Writing
Oral Communication
Social Studies Understandings
Library/Research Capabilities

PERFORMANCE OBJECTIVE

Students read for specific career information, verbalize questions relevant to development of career priorities and respond in writing to the questions raised.

MATERIALS

* Pamphlets about specific careers pre-selected by the teacher to provide a general overview of occupations. (The teacher may wish to obtain materials reviewed in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information);

* Mimeographed question sheet (based upon student-raised questions after initiating this activity).

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;

* Class Time: two sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Prior to the activity, the teacher places selected career materials on a table near the door. Students are encouraged to explore materials as they enter. After sufficient browsing time, the teacher opens class discussion with such questions as:

"What are these booklets about?"
"Do you want a particular job?"
"What kind of job do you want in two years?"
"Why should we explore new information on careers?"
"Do you work solely to earn money?"

The teacher may want to assist students in differentiating between the concept of work solely as a means to supply food and shelter and work as an aspect of self-fulfillment. The teacher should keep in mind, however, the practical needs of the students in relation to job discussions. After some discussion on concepts such as congruence of a particular job with one's values, attitudes, aptitudes and skills, and financial requirements, the teacher focuses discussion on student-felt needs and questions concerning what to look for in a career.

The teacher serves as a discussion organizer to keep questions in an exploratory vein. Discussion is not directed at one particular career, but rather at the concept of a career versus a job. Each question raised by students is listed by the teacher on the chalk board.

Later, the teacher transfers the questions to a stencil. In composing the stencil, enough space is left between questions for students to write in answers and fill in the titles of related career pieces. Two questions should also be added by the teacher at the end of the sheet:

"Does this tell you everything you want to know about this career?"

"Where can you go for further information?"

When sheets with student-raised questions have been distributed to the class, 30-40 minutes should be allotted for completion. This would most likely happen at the next class meeting. When completed, the exercise should be drawn together with an overall discussion of individual insights.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Exposure to career information and trends about which student is unaware;
* Increased exposure to careers about which student is aware;
* Development of skill in seeking out and arranging priorities;
* Practice in reading for specific information.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic background;
* Women students entering or reentering the workforce.

2 RELATING CAREERS TO CURRENT EVENTS

SKILLS REINFORCED BY THIS ACTIVITY

Reading
Writing
Oral Communication
Current Events
Library/Research Capabilities
Aural Interpretations

PERFORMANCE OBJECTIVE

Students relate basic elements of a problem in current events to its appropriate career field in an analytic report.

MATERIALS

* Newspapers and news magazines. (The teacher may want to include newspapers and magazines which reflect the ethnic and racial composition of the class. One source reference for identifying suitable newspapers is Ayer's Directory of Publications, Published by Ayer's Press);

* Career information in print and non-print media. (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, containing both print and non-print resources, or from other locally available resource listings of career information);

* Television programs (i.e., "White Papers," special news stories).

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: less than two hours;

* Class Time: two sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

This exercise can be used with current governmental, economic, social or community problems which have been reported in newspapers, magazines, or on television. For example, if a class is discussing the rising cost of food, students may be assigned the task of exploring the problem by examining jobs and careers in the food industry. They may list jobs available in the food industry at all levels of production. Each student then selects one of the industry's careers (ranging, in this instance, from cattle ranchhand to grocery story clerk) and conducts research pertinent to both the problem and the career. These findings may then be reported in written or, if preferred, oral form. Included in such a report is the student's analysis of the problem and recommendations for improving the situation. Students are encouraged to take a position on the problems and defend that position.

The same procedure may be utilized for discussing the trucking industry, the automobile industry, or the steel industry. Conservation and ecology problems likewise offer many possibilities.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Awareness of current problems;
* Awareness of mass media;
* Relationship of economic and social events to the world of careers;
* Emphasis on critical thinking.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;

* Adult students located in urban, suburban, or rural areas;

* Adult students of younger age, with varied socio-economic, racial and ethnic backgrounds;

* Women students entering or reentering the workforce.

3 INTER-CITY JOB COMPARISON

SKILLS REINFORCED BY THIS ACTIVITY

Reading
Geography
Research
Economic Understanding

PERFORMANCE OBJECTIVE

Through analysis of newspaper classified sections, advertisements, recreation, entertainment notices, weather reports, etc., students present oral reports on career opportunities in various cities.

MATERIALS

* School letterhead stationery (newspaper publishers often provide complimentary issues for use in schools if requests are sent on the letterhead of the school);
* Stamps and envelopes;
* Newspapers from selected cities.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;
* Class Time: two sessions;

(This is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Following a discussion of local job opportunities, students may wish to place their findings in perspective by comparing local job situations with those in other parts of the

country. Students may work individually or in groups. The local library is one possible source for the newspapers of communities in other parts of the State and/or country. If the newspapers cannot be checked out, then the review may be conducted in the library. Ideally, newspapers selected for review should include cities of disparate sizes, resources and geographic make up.

Each student can select a particular career and trace the opportunities for pursuing this career in each of the cities represented by the newspapers. Career analysis efforts could include a comparison of classified advertisements.

Students may also be encouraged to compare the quality of life in different areas as reflected in newspaper articles and their physical locations. The teacher may want to observe that classified ads do not reflect the entire spectrum of job opportunities available in a particular location. Final reports are submitted in essay form and shared with the class.

Note: This activity could have particular relevance for foreign adult students such as those who are Spanish speaking. Newspapers in Spanish and other languages could be included for those students.

BYPRODUCTS OF SUGGESTED ACTIVITIES

* Expanded career awareness;
* Practice in library use or research;
* Development of analytical skills.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* GED students;
* Adult students located in urban, suburban, or rural areas;

* Adult students of varied ages, socio-economic, racial and ethnic backgrounds;

* Women students entering or reentering the workforce.

WRITING RELATED
CAREER DEVELOPMENT ACTIVITIES

4 WRITING
FOR INFORMATION

5 A WORKDAY
IN THE LIFE OF ...

WRITING RELATED CAREER DEVELOPMENT ACTIVITIES

Skill in writing is an integral part of all language arts and curricula. Writing curriculum stems from the traditional foundations of spelling, grammar, handwriting, and composition. Individual and collective proficiency in these areas provide the structure which allows individuals to communicate thoughts, values and knowledge with others.

For adult students deficient in writing skills, the goal of the curriculum in writing is to improve the student's ability to demonstrate and express clearly his or her thoughts. It is important, therefore, that the student's choice of language not detract from what is being stated through excessive use of peculiar speech idiom or phrases. Another objective of curricula concerned with writing skills is to strongly focus the reader's attention on the value of what is being communicated.

Skill in written expression is best strengthened by practice. The following two career-related activities are designed to reinforce writing skills in adult education.

WRITING FOR INFORMATION provides adult students with practical experience in using their writing skills. In sending for career materials, students compose an appropriate business letter. They can gain practice in writing to business establishments and learn how to request materials.

WORKDAY IN THE LIFE OF ... is designed to promote creative writing talents. In this exercise adult students are asked to develop a character engaged in an unfamiliar career area. Students should draw on their own resources and describe their character's work life as they imagine it. Once completed, students research the occupational fields on which they have written. They can then compare the realities of the career with their preconceived images.

4 WRITING FOR INFORMATION

SKILLS REINFORCED BY THIS ACTIVITY

Writing Business Letters

Research Skills

PERFORMANCE OBJECTIVE

Each student composes suitable business letters requesting career materials.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information);
* Stationery, stamps and envelopes.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: under two hours;
* Class Time: one session;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

As the students enter class, each is encouraged to look at career materials, select one career pamphlet in which he or she is interested, and review it as the class is getting settled.

When class begins, the teacher introduces a discussion on methods of obtaining these pamphlets. Such discussion might include by what means other sources may be located and tapped for career information.

After reviewing correct business letter form, each student is then encouraged to draft a letter suitable for requesting career materials. Students may either request a copy of the pamphlets already examined or request literature suggested as further sources of information. The following is an example of a correct business letter form.

BUSINESS LETTER FORMAT

Omit if using letterhead — Return address, City, State, Zip, Date

Addressee, Title
Street Address
City, State, Zip Code

Salutation:

Body: Introduction and purpose of letter.

Complimentary closing,
(Full Name Signed)
Full Name Typed
(if letter is typed)

During this exercise, the teacher can review with the class various forms of business letters, explaining the rationale for each form and each component. The teacher discusses with students the necessity of producing a draft of the letter and notes that this tool is used by even the most experienced writers to obtain the exact wording required.

Once completed, the final draft should be typed or written by the students. The students may now look forward to receiving their own career materials.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Exposure to career information;
* Letter writing experience;
* Practice in editing;
* Dictionary skills.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* GED students;
* Advanced ESL (English as a Second Language) students;
* Adult students located in urban, suburban, or rural areas;
* Adult business occupation students;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds;
* Women students reentering workforce.

5 A WORKDAY IN THE LIFE OF ...

SKILLS REINFORCED BY THIS ACTIVITY

Creative Writing

Reading

Research Capabilities

PERFORMANCE OBJECTIVE

Students write a short essay (suggestion: two pages) on a career they have not researched. They relate their present understandings of the career, then compare them with information found in career materials available to the class.

MATERIALS

* Career information on unusual careers such as Your Future in Exotic Occupations, Dora R. Evers and S. Norman Feingold, (Richards Rosen Press, Inc., 29 East 21st Street, New York, New York 10010, 1972, $4.80);

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information);

* Hat or box.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;

* Class Time: one class session;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITIES

A list of unusual careers for which descriptive material has been obtained should be distributed to the students. Each student selects from the list one career that he or she is curious about. Teacher should encourage that some range of career selection is exercised in this activity.

Students are then assigned to write, from their present understandings, a descriptive essay entitled "Workday in the Life of ..." After choosing the name of a character, the student traces and lists daily activities and work responsibilities of this person for one complete day. Since the career chosen will sometimes be outside the student's daily life (i.e., sandhog, dollmaker, golf-course patroller, auctioneer, diver, beekeeper, etc.), the essay may be fabricated in parts or composed of popular misconceptions or stereotypes.

When the paper is completed, the student locates the career brief or book which describes this occupational area. Students should then compare printed information with what has been written in their papers. Discrepancies should be noted in the margins. Students may then discuss career areas studied with group and review new learnings including the reality or non-reality of stereotypes in a job situation.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Awareness of career options;
* Practice in dealing with stereotypes;
* Practice in researching opinions with facts.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* GED students;

* Adult students located in urban, suburban or rural areas;

* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds;

* Women students reentering workforce.

ORAL COMMUNICATION RELATED
CAREER DEVELOPMENT ACTIVITIES

6 DEMONSTRATION SPEECH

7 CAREER NIGHT

8 MOCK EMPLOYMENT AGENCY

9 WORKER FOR A DAY

10 INVITING A RESOURCE PERSON TO CLASS

ORAL COMMUNICATION RELATED CAREER ACTIVITIES

Speaking is an expressive art which mirrors thoughts, values, and ideas of the speaker. Speech is intended to convey a message from one person to others. Effective oral communication presents the speaker's thoughts in a manner accurately reflecting the speaker's intent.

In teaching students effective skills in oral communication, one goal of the curriculum is minimizing distracting elements in speech. The listener can then focus on what is being said, rather than the manner of presentation.

Improvement in oral communication is accomplished with continual practice. Ease of presentation often accompanies continued practice, which then leads to improved speaking skills. The Adult Career Education Resources Survey has produced a series of career education activities which emphasize oral communication skills.

DEMONSTRATION SPEECH suggests that students research a given career field, interview a worker in that occupation, and orally relate to the class an acquired job-related skill. Interviewing and presenting a speech are skills this activity reinforces.

CAREER NIGHT suggests at least five representatives of specific career fields be invited to the class for student-initiated interviews. While students gain actual knowledge of career opportunities in their geographical area, they also develop their interrogatory oral skills.

MOCK EMPLOYMENT AGENCY illustrates a career planning process while developing oral communication skills. After a careful planning effort employment agency workers are interviewed for procedural information. It is suggested that the class organize and operate their own mock agency. Biographical and interest inventories are utilized to lend authenticity to the activity. Interviewing and application techniques are integral parts of this activity.

WORKER FOR A DAY involves students in active career observation and participation. In conjunction with the study of occupations, students are urged to accompany a worker for a day and to become involved if possible in the duties of the job. Preparation and participation in this activity involves a great many oral communications. These skills may enable the student to gain confidence in expressing himself and in eliciting useful information.

INVITING A RESOURCE PERSON TO CLASS is a group subject. The class chooses and invites a resource person from the community to speak on his or her career field. Oral skills developed by this activity include formulation of pertinent questions, expression of opinions, and ability to lead and participate in a discussion.

6 DEMONSTRATION SPEECH

SKILLS REINFORCED BY THIS ACTIVITY

Oral Community/Group Discussion
Reading

PERFORMANCE OBJECTIVE

After reading career materials concerned with a specific occupation, students (1) individually interview a worker in that occupation, (2) learn one of the skills essential to that occupation, and (3) demonstrate or describe the skill to the class in an oral report.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information).

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: less than two hours;
* Class Time: one to two sessions, depending on size of class;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Students select a piece of career literature written about a particular career field. One week is given to locate a worker in the described career field and interview him or her with regard to specific skills used on the job. A minor job-related skill is

learned from that person. Examples of such skills might be taking a pulse, calculating with a slide-rule, taking window-measurements, etc. As preparation for the task, the class compiles a list of ways to locate an appropriate person to interview. They also discuss how to set up and conduct an interview.

When class reconvenes, each student has the opportunity to present the learned skill in the form of a demonstration. Students also describe their reactions to the career.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Specific job skill required;
* Student self-reliance improved in coping with new situations.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* Adult evening high school students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds;
* Women students entering or reentering the workforce.

7 CAREER NIGHT

SKILLS REINFORCED BY THIS ACTIVITY

Oral Communication/Group Discussion

Interviewing Skills

Reading

PERFORMANCE OBJECTIVE

Students interview at least five career representatives who visit the class to inform them of various career fields.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information).
* 5-10 card tables (brought by students or provided by school);
* 5-10 straight chairs from library or cafeteria;
* Refreshments (contributed by students);
* Mimeographed question sheet, as developed from student questions.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: four to six hours;
* Class Time: one session;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Planning begins four to six weeks prior to the scheduled Career Night experience. As a class, students decide on 5-10

career occupations about which they would like information. In a science class, for example, careers should be science related, such as x-ray technician, respiratory technician, cancer researcher, metallurgist, biologist, dental assistant, etc. A math class selects careers that are math oriented, such as bookkeeper, bank teller, accountant, IRS representative, actuary, etc. A government class selects related careers, such as Head-Start aide, government service worker, enlisted personnel or officers from Armed Services, city official, senior citizens worker, etc. Speakers should represent a variety of racial/ethnic groups as well as a variety of career fields.

Students form committees based upon chosen careers. Then they invite representatives from the selected fields to visit the class. The class as a whole formulates questions to ask of the invited career representatives. The teacher reproduces the questions for distribution to the students.

On the designated evening, each representative is assigned an individual chair and table. Each student should interview at least five of the career representatives about their work. As a result, students should be able to supply answers to the questions on the sheet which the teacher has distributed.

Students should be free to wander from table to table and seek whatever information they wish. Refreshments may be served toward the end of the evening.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Community spirit encouraged;
* Career knowledge expanded;
* Social skills such as extending invitations and serving refreshments emphasized.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Adult students located in urban or suburban areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds;
* Women students entering or reentering workforce.

8 MOCK EMPLOYMENT AGENCY

SKILLS REINFORCED BY THIS ACTIVITY

Oral Communication/Group Cooperation

Listening

Reading

PERFORMANCE OBJECTIVE

Students operate a simulated employment agency and utilize its services.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information);
* Chairs, tables;
* Interest inventory such as one of the forms of the Kuder Preference Record or Thurstone Interest Schedule;
* Job application forms (sample included in activity).

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: four hours;
* Class Time: three class sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Students may illustrate one facet of the career planning process by establishing a mock employment agency.

Students should coordinate their planning efforts two or three weeks prior to the anticipated activity. Several local

employment agency workers representing both private and government-operated institutions may be contacted and interviewed by the students.

Note: Judgement should be exercised in selection of employment agency workers to insure that they are representatives of their profession.

Classes pool their members' thoughts and suggestions. The class and teacher construct a system of operation which incorporates the most effective methods of utilizing services of an employment agency. The class also practices using application forms to be used in eliciting background information from agency applicants. The teacher should carefully review the importance of properly completing job application forms. One-to-two hours could be spent in class discussion and completing practice application forms. The teacher may also want to lead a class discussion on appropriate behavior during a job interview. Applicant interest, responsiveness and self-confidence may be stressed. A sample application blank is provided at the close of the activity.

During the interim period between planning and operation, an interest inventory may be administered by the guidance department in cooperation with the teacher. The teacher or counselor should carefully explain the purpose of the test, define "interests," and note differences between interests and abilities.

On the evening of the planned event, the mock agency is set up in a prominent area of the room. Students who serve as "employment counselors" sit behind a table containing representative career materials. Students simulating job applicants approach counselors with the results of their interest inventory. They should be prepared to fill out the job application forms. Counselors help steer applicants into appropriate career choices.

After a time, counselors and applicants may exchange roles. Students review the quality of counseling they received as a follow-up activity.

Variation: Students may wish to designate certain tables and counselors specifically for handling special needs, such as counseling for women, minority groups, handicapped, professionals, non-professionals, etc.

Variation: Students organize three-person teams including interviewer, applicant and observer. This method gives each student immediate feedback and encourages continuous involvement and participation. Listening and speaking skills are reinforced through team role.

Note: This activity could also be adapted to students applying to a community college, college or other continuing education program.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Career knowledge reinforced;
* Self reliance in development of personal interaction skills;
* Personal flexibility developed in role playing.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds;
* Women students entering or reentering the workforce.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents Other Than Wife or Children _____ Citizen of U. S. A. Yes O No O

If Related to Anyone in Our Employ, State Name and Department _____ Referred By _____

Last First Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____ Read _____ Write _____

Armed Forces _____ Rank _____ Present Membership in National Guard or Reserves _____

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD:

List Any Physical Defects

Were You Ever Injured? Give Details

Have You Any Defects In Hearing? In Vision? In Speech?

In Case of Emergency Notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.

Employment Manager Dept. Head General Manager

9 WORKER FOR A DAY

SKILLS REINFORCED BY THIS ACTIVITY

Oral Communication

Writing

PERFORMANCE OBJECTIVE

Students observe a public service job for a day and then compare their experiences with their anticipations.

Note: For some students this activity may not be feasible due to time, job, or family constraints.

MATERIALS

* Career information on locally available career opportunities (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information).

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;
* Class Time: three sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

A study of locally available career opportunities is made. Capitalizing on student interest, teachers arrange with representatives of selected career fields for students to observe them on the job. Local government agencies, such as police, municipal government, etc., often welcome such visits.

Students decide which occupation they would like to observe and then write a letter of request to an appropriate person. The teacher acts as a resource person in guiding students to an appropriate individual. (See guiding activity #4 for information on business letter forms.) Before the visit takes place, students decide as a group as to what will most enrich their learning experience. After the observation day, students are encouraged to share their experiences and feelings with the class. As a culminating activity, each student writes a short essay comparing his or her observations on the job with his expectations based solely on reading the career materials.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Self-reliance in social/public situations;
* Critical thinking developed;
* Better understanding of job skills and components;
* Telephone skills;
* Practice in letter writing;
* Specific career knowledge gained.

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced ABE students;
* Adult students located in urban or suburban areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds;
* Women students entering or reentering the workforce.

10 INVITING A RESOURCE PERSON TO CLASS

SKILLS REINFORCED BY THIS ACTIVITY

Oral Communication
Writing
Listening

PERFORMANCE OBJECTIVE

Students obtain career information by inviting to the class a resource person from the community. Possible sources: local hospitals, Red Cross, American Legion, Veterans of Foreign Wars, League of Women Voters, American Association of University Women, B'nai B'rith, Kiwanis, Rotary, Lions, other local service organizations or local counseling services.

MATERIALS

* School letterhead stationery;
* Stamps, envelopes.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;
* Class Time: two to three sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

The teacher and class decide together on a community resource person who could broaden the class' knowledge of career opportunities in the local community.

Note: Teachers should exercise care in guiding the class' selection of speakers. Speakers may influence student self-concepts, role-models, etc.

A student makes a preliminary telephone contact with the recommended speaker. He or she learns whether that person is available for a class meeting. The class then issues a written invitation to the proposed speaker. Following the speaker's acceptance of the invitation, the group prepares and refines a list of topics that they wish the speaker to cover during the seminar session. (Correct business letter forms can be reviewed in guiding activity #4.) The class discusses whether a committee of students should meet in advance with the speaker, to indicate what the class is like, its goals, and what they would like to learn from the speaker. On the night of the seminar, one student acts as host for the session. The host is responsible for meeting the resource person and introducing him or her to the class. Both students and speaker should be prepared for a lively interchange of ideas.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Social behaviors emphasized;
* Practice in letter writing;
* Linkage between the classroom study of career and local resources established.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* Pre-GED students;
* Adult students located in urban or suburban areas;
* Adult students of varied ages, socio-economic, racial, and ethnic background;
* Women students entering or reentering the workforce.

CRITICAL THINKING RELATED
CAREER ACTIVITIES

11 REVIEWING
THE CAREER MATERIAL

12 COMPARING
MEDIA

13 WHAT DO THE
WANT ADS SAY

14 PERSONALITY FACTORS
IN WORK CHOICES

15 CAREER
DISPLAY

16 CAREER
FILE

CRITICAL THINKING RELATED CAREER DEVELOPMENT ACTIVITIES

Awareness of critical thinking skills is a relatively recent addition to the adult education curriculum. Traditionally the curriculum concentrated on learning of fundamental subject areas. Recent philosophy in adult education, however, has evolved from largely mastering the "Three R's" to an inclusion of concepts of relevance to the students' real world and development of coping skills.

Education should help students learn how to arrive at their own value judgements and make decisions. Practice in critical thinking skills encourages students to consider carefully arguments they read and hear, to react to these ideas, and to formulate decisions as to their appropriateness or authenticity.

Critical thinking is a vital part of adult education. Skills which help the student to analyze and arrive at decisions are tools which will help the individual in many endeavors. Survey staff emphasize this curriculum skill through formulation of six career development activities which reinforce this skill.

REVIEWING THE CAREER MATERIALS is an activity which focuses on developing evaluative skills. Students utilize an evaluation instrument designed to evaluate career material in all media.

COMPARING MEDIA requires students to analyze and compare methods of presenting career information. Advantages and disadvantages of each medium are considered before the student arrives at a decision regarding the effectiveness of that medium.

WHAT DO THE WANT ADS SAY asks students to locate three jobs in the newspaper classified sections for which they qualify and then explore where these jobs lead. Embodied in this task is the determination of how closely the job as represented compares with the job as it actually is.

PERSONALITY FACTORS IN WORK CHOICES has students view a career filmstrip. Comments workers made in the film about job suitability are then evaluated. Students also determine relationships between a given job and its personality requirements.

CAREER DISPLAY instructs students to create a relevant and informative career-related display. Creative artwork is combined with an analysis of growth patterns, locations of job opportunities, and information retrieved from interviews and research.

CAREER FILE requires students to develop a system suitable for filing career information literature. The developed system is a result of analyzing existing forms and eclectically utilizing features which are most relevant to class needs.

11 REVIEWING THE CAREER MATERIAL

SKILLS REINFORCED BY THIS ACTIVITY

Critical Thinking

Reading

PERFORMANCE OBJECTIVES

Students critique several items of career information (print and audio/visual) with the help of a review instrument to determine whether career material is appropriate for use. (The number of career pieces to be reviewed should realistically reflect capabilities of the individual student.)

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resource Survey, or other locally available resource listings of career information.)
* Reproduced review forms.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;
* Class Time: two to three sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

The teacher begins by leading a discussion on the quality of career literature available, e.g., what specific information are you looking for when you read about a career or watch a career film? Students are encouraged to list on the chalk board

both positive and negative points they have encountered in their readings.

These features become a springboard for the teacher to help the class create a means of evaluating career information objectively. The teacher may at this point wish to introduce the review instrument shown at the end of this activity as a guideline for discussion.

Students and teacher may wish to utilize the included form or modify it to reflect their own discussion outcomes. Once the review instrument has been agreed upon, the teacher reproduces copies and makes certain they are easily accessible to the students. Students should be encouraged to evaluate career materials at their leisure (with assistance from the teacher if audio/visual equipment is required). Several students may wish to review the same piece (separately) to increase reliability of the review. The recommended materials should be kept highly visible in the room so that career information of high quality will be singled out for repeated use.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Evaluation skills developed;
* Student made responsible for his own learning.

POTENTIAL POPULATIONS FOR UTILIZATON

* GED students;
* Advanced adult students located in urban, suburban, or rural areas;
* Advanced adult students of varied socio-economic, racial, and ethnic backgrounds;
* Women students reentering the workforce.

ADULT CAREER EDUCATION REVIEW FORM

Print and Audiovisual Materials

Subject Area: _____

Reviewer: _____

Date Reviewed: _____

Appropriate for Adults: Yes/No

Media: _____ print
_____ audiovisual (specify)
_____

_____ Recommended as of Superior Quality
_____ Highly Recommended
_____ Recommended
_____ Recommended with Reservation
_____ Not Recommended

Title: _____ Author: _____

Source: _____
_____

Print: Year of Publication: _____; No. of Pages: _____; Price: _____.

Audiovisual: Year of Production: _____; Running Time: _____; Price: _____.

A. Content	Excellent	Good	Fair	Poor	Unacceptable
1. Definition of Occupation					
2. Work Duties Given					
3. Work Settings Shown					
4. Educational Qualifications Required					
5. Credentials Required (licenses, union, etc.)					
6. Personal Qualifications					
a. physical demands					
b. emotional demands					
7. How to Enter the Job					
8. Advancement Possibilities					
9. Employment Outlook (supply and demand)					

	Excellent	Good	Fair	Poor	Unacceptable
10. Potential Personal Rewards (i.e., salary, use of creative abilities, decision-making opportunities)					
11. Advantages and Disadvantages of Career Area					
Add Up Number of Checks in Each Column					
Subtotal Inflated (Multiply Number of Checks by Respective Weights)	x5___	x4___	x3___	x2___	x1___

Sum of Content Points (Box A) ☐

B. Style and Format	Excellent	Good	Fair	Poor	Unacceptable
1. Style: Information is clear, and presented in an appealing manner					
2. Quality of Publication (or Audiovisual piece), i.e., readable, type, enhancing pictures, (or for a.v. technical quality of media-clear sound and sight.)					
Add Number of Checks in Each Column					
Subtotal Inflated (Multiply Number of Checks by Respective Weights)	x5___	x4___	x3___	x2___	x1___

Sum of Style and Format Points (Box B) ☐

Content Points (Enter Box A) ☐

Total Points: Content plus Style and Format (Boxes A and B) ☐

Rating Summary

Total Points:
- 62-70 Recommended as of Superior Quality
- 49-61 Highly Recommended
- 36-48 Recommended
- 23-35 Recommended with Reservation
- 14-22 Not Recommended

12 COMPARING MEDIA

SKILLS REINFORCED BY THIS ACTIVITY

Critical Thinking

Listening

Writing

Reading

PERFORMANCE OBJECTIVE

Students rate and evaluate three modes of presenting career information.

MATERIALS

* Brochure on a specific career field (e.g., nursing) for each class member;
* A cassette giving information on that same career;
* A film or filmstrip giving information on that same career;
* Review instrument (as shown in Activity #11);

Note: It may not be possible to obtain career resources in all three media for one occupation. If this is so, the effectiveness of the activity is maintained by comparing different occupations illustrated by the three media. The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information.

* Mimeographed question sheet on the apparent strengths and weaknesses of a given medium.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;
* Class Time: one to two sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Before class begins, career brochures and question sheets selected by the teacher are placed on each student's desk. As the students enter and begin to browse through the distributed materials, they are instructed to read the brochure. The teacher may then ask the class: "Would you rather read this, watch a movie or hear a tape about it?" The students discuss their expectations in terms of what they perceive as valuable in each of the media forms. The class may develop their own form for use in the review process or use the form developed by the Adult Career Education Resources Survey in Activity #11. Students are then requested to complete the review sheet on the brochure's strengths and weaknesses.

The teacher then plays the career cassette for the class. Again, students react orally, then complete the review sheet.

The teacher shows the film, elicits oral responses, and has students review the film utilizing the review instrument.

Following the triple presentation, students discuss their reviews and reasoning. The teacher emphasizes that these assessments serve as guidelines and teaching tools demonstrating to each student the value of his or her opinions.

Variation: If the class shows a variety of career interests, the class may be split into groups. The teacher can select a group leader prior to class, explain the activity to the student leader, and allow this student to carry out the teacher role in another room. If materials and space are available, several groups can conduct this activity simultaneously.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Developing assessment criteria both objectively and subjectively;
* Development of oral, written, and verbal expression;
* Exposure to career information.

POTENTIAL POPULATIONS FOR UTILIZATION

* ABE students;
* GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds;
* Women students entering or reentering the workforce.

13 WHAT DO THE WANT ADS SAY

SKILLS REINFORCED BY THIS ACTIVITY

Critical/Analytical Thinking
Communication/Listening

PERFORMANCE OBJECTIVE

Students investigate three classified advertisements for jobs to ascertain accuracy in want ads. They analyze content of the want ad and then learn what the job really requires by interviewing hiring personnel found through ads.

MATERIALS

* Classified advertisements

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two hours;
* Class Time: one to two sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Each student is asked to bring to class the classified section of a current newspaper. Three want ads of interest to the student and about which he or she would like more information are to be circled. Discussion follows on truth in want ads and how to interview to determine what the employer is looking for in a job candidate. The teacher expresses confidence in the student's ability to perform the job duties and offers encouragement. During the next week students ascertain if the jobs advertised are what they appear to be by talking to people offering the

jobs, contacting employment agencies, going for interviews, etc. The company or agency should be informed by students that this is a career exploration activity which is being conducted for educational purposes. At the conclusion of this exercise, students report back to the group on how their original impressions differed from or were the same as the actual jobs and how they discussed the ads with the "prospective" employers.

Next, students analyze in group discussion their own career goals in terms of what they will need to tell an interviewer, based on what they learned through the simulated interviews. It is here that students have the opportunity to articulate their career goals as a by-product of researching the occupation.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Research skills developed;
* Career development stressed;
* Gained knowledge and self confidence in interview situations;
* Logical thinking exercised;
* Confidence in social/public situations;
* Telephone skills

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced ABE students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds;
* Women students entering or reentering workforce.

14 PERSONALITY FACTORS IN WORK CHOICES

SKILLS REINFORCED BY THIS ACTIVITY

Critical Thinking
Listening
Social Interaction

PERFORMANCE OBJECTIVE

Students formulate in writing personality qualities required by specific careers.

MATERIALS

* Career filmstrip (such as one from the DISCOVERY SERIES produced by Visual Education Corporation for Scholastic Press, 50 W. 44th Street, New York, New York 10036 or GETTING AND KEEPING A JOB, Guidance Associates, 41 Washington Street, Pleasantville, New York 10570. Filmstrip listings may also be obtained from Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information);
* Mimeographed worksheet, as developed by student comments.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: one to two hours;
* Class Time: one to two sessions;

(Actual time if subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

Prior to presentation of a career filmstrip, the teacher discusses with the class relationships between personality and career suitability or job choice. An important point to raise is the observation that what an individual expresses about himself

and his occupation may provide important clues to his personality. The career filmstrip is then shown. To detect clues discussed previously, the teacher asks the class to recall indicative statements made by the individuals in the filmstrip. Phrases such as "The more money you make, the better you can eat," and "I'm happy, my wife's happy, I'm just an ordinary guy trying to do his job every day," should be cited and written on the chalk board. A filmstrip which provides a teacher's guide would be helpful in this activity.

After students have compiled a listing of quotes by each character, the teacher transfers these statements to a stencil and makes copies for the class. Beside each statement the teacher leaves room for students to check answers to three questions: (1) Do you agree with the character's assessment of himself? (2) Do you think that the personality traits depicted in the filmstrip reinforce the person's suitability for the job? (3) How important are personality factors in career choice in a time of economic instability? At the next class meeting students complete the reproduced sheet. (It may be necessary to re-show the filmstrip.) Students compare their estimations with one another after completing the sheets in a class discussion.

Note: A motion picture film might effectively be substituted for a film strip.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Increased self-awareness;
* Increased sensitivity to the many facets of each job or career situation;
* Expanded general career awareness;
* Practice in listening for specific information.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Adult students located in urban, suburban, or rural areas;

* Adult students of varied ages, socio-economic, racial and ethnic backgrounds;
* Women students entering or reentering the workforce.

15 CAREER DISPLAY

SKILLS REINFORCED BY THIS ACTIVITY

Critical/Creative Thinking
Reading
Public Speaking
Listening
Interviewing
Letter Writing

PERFORMANCE OBJECTIVE

As a member of a resource group, each student contributes to the creation of a relevant and informative career display.

MATERIALS

* Career information in a variety of media (print and audio/visual). The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations For Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information.)

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: two to four hours;
* Class Time: three sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

After discussion, the class decides on approximately four career families related to their classwork.

Note: Career fields (i.e., clusters) utilized by the Adult Career Education Resources Survey may be reviewed in this book on page 73. These clusters are detailed in the Introduction of Resources: Recommendations for Adult Career Resources, Supplement.

Once the fields have been selected, the class divides itself into four groups, each of which is to be responsible for setting up a representative display of a career family. Each display may include:

A. A map of the United States on which concentrated areas of job opportunities in the chosen career family have been superimposed;

B. A growth chart of job opportunities in the career family from the past two decades through the next three decades;

C. Student produced or gathered pictures, sketches, slides, photographs or films of workers functioning in their job environments;

D. Pictures or actual examples of the tools or resources used by each worker.

Most information required can be found in career films or printed literature. However, a more realistic display generally results from visiting places of work. Student groups should be encouraged to visit job locations where they can photograph and speak with workers.

Approximately two to three weeks after assignment, each group presents its display during class. The designated speaker for the presenting group should delve into career working conditions, salary, and hours. Anecdotal experiences involved in putting together the displays may be included in the report. Students should be allowed ample time to look over the presenting group's work.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Organization skills developed;
* Group dynamics and production utilized;

* Community resources tapped;
* Artistic talents broadened;
* Career knowledge expanded;
* Practice in map and graph reading skills.

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced ABE students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds;
* Women students entering or reentering workforce.

16 CAREER FILE

SKILLS REINFORCED BY THIS ACTIVITY

Critical/Organizational Thinking

Library Skills

PERFORMANCE OBJECTIVE

Students develop a system for filing career literature.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Resources: Recommendations for Adult Career Resources, Supplement, a publication developed by the Adult Career Education Resources Survey, or other locally available resource listings of career information).
* Large (4 inch) three ring binder;
* Hole punch;
* Stapler;
* Manila dividers with pockets;
* Marking pens.

TIME REQUIRED FOR ACTIVITY

* Advance Preparation Time: eight to twelve hours;
* Class Time: one to two sessions;

(Actual time is subject to the level of academic development and involvement of each teacher and class. Time length is given only as a guide.)

SUMMARY OF ACTIVITY

The purpose of this activity is for students to develop a career materials file utilizing an organized system. The system should be designed to facilitate individual student usage of the career materials. The teacher should initially lead a class discussion on the rationale of an orderly filing system. The teacher could present the cataloging system developed by the Adult Career Education Resources Survey and detailed in the introduction to Resources: Recommendations for Adult Career Resources, Supplement. The system might be utilized in this exercise. Its main career cluster headings are given below:

01.000 ADMINISTRATION AND MANAGEMENT
02.000 COMMUNICATION
03.000 CONSTRUCTION
04.000 EDUCATION
05.000 FINE ARTS
06.000 HEALTH SCIENCES
07.000 INDUSTRIAL PRODUCTION
08.000 NATURAL RESOURCES AND ENVIRONMENT
09.000 NATURAL SCIENCES
10.000 OFFICE AND CLERICAL
11.000 REPAIR AND MECHANICS
12.000 SALES AND MARKETING
13.000 SERVICE (PERSONAL, PROTECTIVE, PUBLIC, OTHER)
14.000 SOCIAL SCIENCES
15.000 TECHNICAL SCIENCES
16.000 TRANSPORTATION

It may also be suggested that the class develop its own system (alphabetically, by subject matter, career cluster area, reading level, etc.)

Once students decide upon an organizing scheme useful for their purposes (such as by the subjects they study or by reading levels, etc.), they then select a vehicle for putting the system in use that is suitable for their needs. This may entail comparing the benefits of utilizing a file drawer, library-type file boxes or manila folders. Particular students may be assigned the task of integrating materials into the system (cataloging, inserting into folders, etc.) with others responsible for binding the entire organized collection of career materials, if bound collections are desired. The file should allow for expansion as new career materials are obtained.

Note: For maximum success, this activity should be voluntary.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Organization of thoughts and materials stressed;
* Practice with a filing system developed.

POTENTIAL POPULATIONS FOR UTILIZATION

* Pre-GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of younger ages, varied racial, socio-economic, and ethnic backgrounds;
* Women students entering or reentering workforce.